

**Latin Roots: Active Verbs****STUDENT OBJECTIVES**

- Identify the Latin roots *duc/duct*, *form*, *mitt/miss*, *port*, *prem/press*, and *tract*
- Use Latin roots to determine word meaning

**RESOURCES AND PREPARATION**

You will need photocopies of the following:

- **Student Lesson Summary**, p. 89
- **Practice Worksheets**, Levels A and B, pp. 90–91
- **Reteaching Worksheet**, p. 92

**Teach**

- 1. Introducing Latin Roots: Active Verbs:** Remind students that many English words come from Latin roots. Point out that Latin roots often are joined with prefixes and suffixes to make new English words.

- Write the following sentence on the board and tell students that six words in it come from Latin. Ask them to guess which these are.

**EXAMPLE** We were impressed when the contractors informed us that they could reduce the price they had submitted for building our portable classrooms.

- Then list the six words on the board with their Latin roots.

**impressed**, from *prem/press*, “press”

**contractors**, from *tract*, “pull”

**informed**, from *form*, “shape”

**reduce**, from *duc/duct*, “lead”

**submitted**, from *mitt/miss*, “send”

**portable**, from *port*, “carry”

- Ask students what parts of speech all these Latin roots are. (*verbs*)
- If some students notice that a few of these roots have two forms, explain that some Latin verbs vary more than others in their present, past, and past participle forms. In the cases shown, English words have derived from more than one form.

- 2. Teaching Latin Roots: Active Verbs:** Distribute the **Lesson Summary** and go over the **Academic Vocabulary**.

- **Roots:** Begin by drawing students’ attention to the chart. Call on volunteers to read aloud the Latin roots, their meanings, and the examples. Point out that all are verbs. Then ask students to suggest other words formed with the roots in the chart. (*Sample: airport, formal, missile, printing press, product, tractor*)
- **Unfamiliar Words:** Use the word suppress to guide students through determining word meaning from a Latin root. Ask students what they think the root is, and why. (*Sample: The root must be press because sup- is a prefix meaning “down” or “under.”*) Ask: What other words include the root *press*? (*Sample: impress, depress, pressure*) Discuss the meanings of these words. Elicit that all the words are related to pushing something.

## LATIN ROOTS: ACTIVE VERBS, CONTINUED

- **Definitions:** Remind students that *sup* means “down.” Ask them to suggest a meaning for suppress. (*Sample: To force down.*) Then have a volunteer read aloud the dictionary definition of suppress. (*Sample: To put down by force.*) Next, have a volunteer read aloud the etymology. (*Sample: The etymology shows that suppress combines the prefix sup and the Latin pressus, which is based on the Latin verb premere, “to press.”*)

**3. Guided Practice:** Have students work in small groups to form additional words using the Latin roots listed on the **Lesson Summary**.

- Have groups brainstorm a chart of familiar words that use the Latin roots.
- Have groups review each other’s work and note words that were not included in their own charts. Have them infer or discuss possible definitions of unfamiliar words, using what they know about the meanings of Latin roots.

**QUICK CHECK.** Write the following sentences on the board, underlining *conductor*, *transform*, and *export*. Have students identify the Latin roots and suggest meanings.

1. The conductor on the local train called out the station stops. (*duct means “lead”; someone who leads a group*)
2. We tried to transform the barren garden by planting lots of wildflowers. (*form means “shape”; change the appearance*)
3. Our trade deficit is high because we import more goods than we export. (*port means “carry”; carry or ship out of the country*)

## Practice and Apply

Activities involving Latin roots appear on pp. 90–91.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

### Answer Key: Practice Worksheet A

1. *b*   2. *a*   3. *b*   4. *c*   5. *b*   6. *c*   7. *b*   8. *a*   9. *c*  
10. *a*

### Sample Answers: Practice Worksheet B

1. *b*   2. *a*   3. *b*   4. *c*   5. *tract-, pull: My first trip to the city offered so many distractions I was unable to concentrate on any one thing.*   6. *port-, carry: The book about Paul Revere transported me to colonial Boston.*   7. *form-, shape: My grandfather’s formula for long life is simple: Eat well, work hard, get*   8. *enough sleep.*

## Assess and Reteach

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Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least seven items correctly.
- **Practice Worksheet B:** Students should answer at least six items correctly. The new sentences must be complete and use the underlined word correctly.

For students who need reteaching, review the **Lesson Summary**. Apply the **Here's How** steps to the examples on **Worksheet A**. Assign the **Reteaching Worksheet**, p. 92.

### Answer Key: Reteaching Worksheet

1. *c*    2. *a*    3. *a*    4. *c*